INFLUENCE OF PARENTING STYLES ON DEVIANT BEHAVIORS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN GAROUA, NORTHERN CAMEROUN

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ABSTRACT

The study investigated the influence of parenting styles on deviant behavior and academic achievement of secondary school students. The study was carried out in three local government education authorities in Garoua, Northern Province of Cameroun. Two research questions and two null hypotheses tested at 0.05 level of significance guided the study. Ex-post-facto design was adopted for the study. The sample of 350 students were drawn from the population using multi-stage sampling technique. A 45-item instrument tagged 'Parenting Style Questionnaire' and another of 15- item instrument tagged 'Deviant Behavior Questionnaire, all developed on a four point scale by the researchers after extensive review of relevant literature, were used for data collection. The instruments for the study were validated and a trial test to ascertain the reliability of the instrument was carried out. Mean and standard deviation were used to answer the research questions while Analysis of Variance (ANOVA) was used to test the research hypotheses. The results of the study showed that parenting styles influence deviant behaviors and academic achievement of secondary school students. Specifically, the results of the two null hypotheses showed that the influence of parenting styles on students' deviant behavior is significant. It was recommended that the government through the relevant agencies should ensure that parents are encouraged to participate in any parenting education programme organized by the government to help in their parenting task.

KEYWORDS: Parenting Styles, Deviant Behavior, Academic Achievement, Human Behavior

INTRODUCTION

Generally parents are of paramount importance to children's upbringing. What the children learn at home and how the family motivates them towards education and other endeavours may contribute to their success or failure in life. Ryan and Adams (2000) explain that parents are the first educators of their children and they are responsible for providing them with physical, emotional and mental framework for learning. The family constitutes the child's immediate and primary social environment. It is the most important primary group and the smallest social unit in any given society. According to Abraham (2006) the family is the most personal unit, providing interaction and relationship between members of the unit. Therefore, children receive their first physical, mental, religious and emotional training from the parents. These make parents the operators of their children's development.

When a child is born into a family, such a child is helpless and cannot do anything. The child cannot suck her mother's breast, walk, grow, survive or achieve anything without the help of the immediate environment .This immediate environment can be the members of the family or the caregivers. These caregivers include the parents. Regrettably, some parents, particularly working parents, who are supposed to be the first teachers of their children, do not spend enough time

with them. Thus, parental care, attention and supervision of children are sometimes delegated to nannies, day care centers or other care givers to perform and these categories of people may not be able to render the parental love, care and supervision as their parents would have done. In short, modernization and the quest for wealth have become detrimental to the noble role of proper parenting.

Poor academic achievement of students in external examinations in Garoua, according to the reports on external examinations, is an issue of great concern not only to researchers, but also to the society and country at large. It seems that most parents in Garoua fail to understand that their children need their personal involvement and motivation for them to achieve well academically. Parents are the first operators of the child's environment, the first educators of their children .They are responsible for providing children with the right framework for learning (Ryan and Adams, 2000). A parent is a person who fosters all facets of a child's growth by nourishing, protecting and guiding new life through the course of development (Eze, 2002).One important task of being a parent is the education, character formation and socialization of children which include other adaptive behaviors that prepare the child for future living (Cramer, 2002). A parent will be seen in this study as one who begets or exercises parental responsibility over a child. The skill of moulding, shaping or being a guardian over a child leads to what is called parenting.

Okpoko (2004) and Utti (2006) defined parenting as the act of parenthood and child upbringing. Wikipedia (2012) also defines parenting as the process of promoting and supporting the physical, emotional, and intellectual development of a child from infancy to adulthood. For the present study, the researchers define parenting as the skill of moulding, shaping, guiding and supporting the development of an individual from infancy to adulthood. Parenting provides children opportunities for the acquisition of skills and experiences necessary for the achievement of goals in adulthood. It plays a key role in the overall development of the child. Such roles are social, educational and other adaptive behaviors that prepare the child for future fruitful living (Kelland, 2000). Individuals carry out this function of parenting differently, because of differences in personalities and exposure, giving rise to different parenting styles. Parenting style is a universal climate in which families function and in which child rearing behavior of parents or other primary care givers revolve (Chiew, 2011). Kelland (2000) observes that where an ideal parenting style is employed in the home, the children are disciplined but where this is not, the reverse is the case. In this study, parenting style is referred to as how a person or a parent interacts with his or her children or wards. It also refers to the different patterns that parents use to bring up their children.

Many authors have presented different forms of parenting styles but for the purpose of this study, the researchers on the three major parenting styles which include authoritarian, authoritative and permissive.

Authoritative parents create a loving home environment, and provide a high degree of emotional support. They are firm, consistent and fair. The parents establish and enforce behavior standards and stay in control by encouraging their children to follow the standard. Family rule is democratic rather than dictatorial (Berger, 2001). Parents use reason, negotiation, and persuasion, not force, to gain their children's cooperation. Their listening-demanding ratio is roughly equal (Sarac, 2001). In authoritative parenting, children's opinions are valued and respected. They are encouraged to decide and accept responsibility for their actions and decisions (Cherry, 2005). In addition, such parents are more likely to encourage academic success, which has a positive correlation with good grades. This parenting style is in favour of one of the variables in the present study which is academic achievement. This can be attributed to parental involvement in their children's education and their use of open, give-and-take communication through family reading, writing, and discussions.

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Authoritative parents apply firm control and require their children to obey with a reasonable set of rules and guidelines. They are firm, loving and kind and use reason and control to make disciplinary decisions while harsh forms of punishment are discouraged for use. Authoritative parenting style offers a balance of warmth, control and emphasizes on reasoning and communication between parents and children (Mandara, 2006). This implies that this kind of parenting considers children into the agenda. The researchers therefore define authoritative parenting style as that parenting style that is positive, democratic and favorable to the holistic development of children from infancy to adulthood.

Authoritarian parenting style is the type of parenting style in which parents are often strict and harsh. They are flexible to the child's needs and enforce reasonable standards of conduct (Ang & Goh, 2006). Authoritarian parents show little affection to their children. The parents under this parenting style do not consider the children's opinion as a group, and discourage verbal give and-take. Obedience, respect, and tradition are highly valued. Rules are nonnegotiable; parents are always right and disobedient children are often punished physically (Berger, 2001). Authoritarian parents also expect a level of maturity higher than the norm for their child's particular age group.

Permissive parenting style is high on responsiveness and low on demandingness. Permissive parents rarely enforce rules for their children to follow. They are different from authoritarian parents as they practices high level of nurturance and clarity of communication while exercising low level of control and maturity demands (Sarac, 2001). These parents are indulgent, not wanting to impose their will on their children. They might cause their children to avoid even natural or logical consequences in order to save them from perceived harm, unhappiness or hurt. Permissive parents are usually kind and loving, may become frustrated, when a childs' behavior is deviant or unacceptable. Despite this frustration, permissive parents do not often step into, or cause change in the child's action as long as he will not be physically harmed. Permissive parents encourage autonomy and decision making by their children. These parents rarely discipline their children because they have relatively low expectations and self control. Permissive parents are more responsive than they are demanding. They are nontraditional and lenient. They do not require mature behavior, allow considerable self regulation and avoid confrontation. Permissive parents are generally nurturing and communicative with their children, often taken on the status of a friend more than that of a parent. They tend to accept and support greatly towards impulses, needs and behaviors of their children while avoiding confrontation and punishment (Cramer, 2002). Permissive parents are nurturing, warm and accepting. There main concern ate to let children express their creativity and individuality and to make them happy in the belief that this will teach them right from wrong (Berger, 2001). Permissive parents find it hard to set clear limits and provide structure. They are in consistent disciplinarians and they reward bad behaviors regularly. Children are not pushed to obey guidelines or standards such that even when they do exist, they are not enforced (Sarac, 2001). Permissive parents take orders and instructions from their children. They are passive, endow children with power, have low exceptions, use minimal discipline and do not feel responsible for how their children turn out. There is the probability of this parenting style influencing deviant behavior and academic achievement of secondary school students. Parents are the major influence in their children's lives. Thus, their perception of how children think, and should be raised is crucial in determining children's behavior.

Research shows that some parenting styles do not favour good behavior and academic achievement while others do. The relationship between a student and the parents has been noted to have an influence not only on the students' achievement in school but also in the entire life of the child (Kay, 2005). Igbo (2005), has noted that the majority of disciplinary problems and poor academic achievement which lead to dropout of students from school have been caused by

the type of parenting style in the homes. Parenting styles therefore, have an interactive influence on behavior and academic achievement (Ang and Goh, 2006). Research reveals that some parents are indulgent with their children, others too readily resort to physical punishment, while others are not concerned with what the children do (Kaliadem, 2005). This may lead to deviant behavior. The development and cultivation of deviant acts have been blamed on parenting styles. Nwachukwu (2004) observed that the child receives his first lessons on obedience, politeness, tolerance, co-operation and consideration for others from his parents, brothers, sisters, playmates and general conditions at home. It can be said that it is what parents' impart on their children that are reflected in their lives as they mature into adult members of the society. It is therefore possible that parenting styles may have positive or negative influence on students' behavior.

Behavior refers to the actions and mannerism made by an organism. It may be a good or normal one or a bad or deviant one depending on the society. The best way of determining the normalcy of behavior is whether or not the behavior fosters the well being of the individual and the society (Umezulike, 2006). In the present study the researchers are concerned with that behavior that hinders the academic achievement of secondary school students. Every society, whether simple or complex, has prescribed norms which all its members conform to. Norms are the rules or standards of behavior defined by a group of people. These include what the group regards as socially acceptable patterns of behavior expected of every individual in the group. These prescribed forms of behavior make possible the attainment of socially desired objectives, by the society.

The school is a social organization and as such has established patterns of behavior expected of all its members. These are expressed in the form of rules and regulations. Today, schools, like most other social organizations, face the problem of students not conforming to the standards expected of them. The non- conformity to the norms of behavior by members of any group or organization is what is referred to as deviant behavior. Deviant behavior is defined as behavior that violates the normative rules, understanding or expectations of social systems. Clinard & Meier, (2007) define deviant behavior as that behavior that violates the principles and values that are assumed to be universal in a given society. What may constitute a deviant behavior in one social context may not be regarded as such in another. The same behavior may be deviant and non- deviant, relative to different systems in which the actor is implicated. What counts for deviant behavior also varies over time in different societies. The society of course is the final arbiter of what is acceptable behavior and those to be labelled deviant.

Chime (2004) defined deviant behavior as the behavior that varies sufficiently from the norms of a group, which if known will be viewed with negative approach and will be visited with sanctions. It is the behavior that violates institutionalized expectations, norms, values and regulations. Deviant behavior has assumed various forms and dimensions and changes with time and environment. The most common in secondary schools are stealing, dishonesty, sex offence, truancy, examination malpractices, drug offences, stubbornness, negligence and writing on the wall. Chime (2004) observed and classified deviant behavior as minor offences, if the deviant behaviors are mild such as truancy, loitering, noise making, writing on the school walls, telling lies and dodging school assemblies. Deviant behavior is classified as major offences, if it constitutes severe problem to the smooth running of the school or becomes an impediment to achieving the objectives of the school such as examination malpractice, stealing, bullying, rudeness to teachers or school functionaries, immorality and religious fanaticism.

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It is also classified as a serious offence if the deviant problem poses serious threat to life and property of the school such as belonging to secret society, involvement in drug abuse, possession of dangerous weapons, rape and assault to teachers or prefects. It is important to note that the above classification has the interest of education as its focus.

Deviant behavior literally means behavior that is not in order or absence of normal behavior. Deviant behavior breaches the acceptable norms of a given society. Commenting on deviant behavior, Mullins (2005) observes that social norms develop over centuries. What counts as good or bad behavior varies over time and place. Mille (2009) defines deviant behavior as a behavior that deviates from the normal behavior, which is harmful to other people and promotes neither learning nor interpersonal relationship. Such behavior also hinders the child from learning in the classroom and relating well with others. Chime (2004) observed that students with normal behavior tend to perform creditably better than those with deviant behaviors, and that when students develop deviant behaviors, their relationship with their teachers and occasionally with their friends tend to be affected. Clinard and Meier (2007) revealed that every form of deviant behavior has a devastating effect on the grade of the student, that there are consistent correlations found between academic failure and deviant behavior. In this study, deviant behavior will be seen as that behavior which hinders the child from effective learning in the classroom and prevents the child not only from relating well with others but also achieving the academic goal.

Achievement is similar to accomplishment. It means doing something successfully, typically by effort, courage and skills. It is the art of acquiring already specified objective. Achievement is accomplishing whatever goals one sets for oneself which is doing what one wants to do within the limits of the law, overcoming obstacles and attaining a high standard (Nwachukwu, 2004).An individual with a high need for achievement is characterized as having a desire to take personal responsibility. Achievement requires drive and single mindedness and it is about completing goals one has set for oneself. It is influenced by opportunities, motivations, education and training. Lansu and Cillessen (2012) argue that the urge to achieve varies from one individual to the other. For some, the need for achievement is very high while for others it is very low. Wikipedia (2012) sees achievement as similar to accomplishment. Academic achievement is the outcome of education, the extent to which students, teachers or institutions have attained their educational goals. It is commonly measured by examinations or continuous assessment (Bossaert, Doumen, Buyse & Verschueren, 2011). There is no general agreement on how it is best tested or which aspects are most important. They maintained that academic achievement is an important parameter in measuring students' learning outcome in various school disciplines, some theorists also contributed towards parenting and achievement, such include Frued (1933) and Skinner (1951).

Theoretical Framework

Freud (1933) posited that the child passes through oral, anal, phallic and genital stages. In each of these stages, the child can fixate if care is not taken by the parent or significant other in the life of the child. Freud noted that infants who are overly frustrated in their search for oral gratification might become fixated (exhibition of personality traits in adulthood due to unresolved conflict in earlier stage of development) at this stage. Such fixation might result in producing an adult who is usually involved in talking, eating and smoking activities. However, the development of warm and secure attachment of parent to the child instills a sense of trust in him or her. On the other hand if a child is over-fed during this stage, the child will look boisterous, carefree, easily deceived and dependent. It has been observed also that fixation at the genital stage results in adults who are miserly, compulsive, and aggressive and have passive resistance. Therefore, early childhood experiences are important in understanding deviant behavior in individuals' later life. The unhealthy behaviors

which have their roots in child rearing practices or parenting styles are mostly carried along to the school environment. Some students fight, bully and have all sorts of aggressive behaviors. Some are boisterous in the class while others are shy, timid and cannot participate well in class. Some engage in examination malpractices and truancy. All these behaviors are brought to the classroom from their homes as a result of weak ego which develops out of faulty child rearing practices and parenting styles. Freud pointed out that an individual's unconscious motives and ideas can influence his/her actions and thoughts and that early childhood experiences influence one's later personality. Consequently, parenting should be with caution.

Skinners (1953) operant conditioning theory has been applauded for its contributions in teaching and learning situations with specific reference to reinforcement and shaping techniques. Both adaptive and deviant behavior patterns are learned in exactly the same way through conditioning. The theory profoundly influences our understanding of how environmental factors help shape both normal and deviant behaviors. Skinner posits that reinforcement increases the probability of a behavior being repeated. Reinforcement can be regarded as a reward. This could be either negative or positive. A positive reinforcer is a stimulus in the environment that brings about increase in the response that preceded it, while a negative reinforcement is a stimulus in the environment that removes an unpleasant response. A negative reinforcement can be in the form of punishment, which is an unpleasant painful stimulus that aims at correcting an individual unlearn undesirable behavior. Skinner pointed out that judicious use of selective reinforcements are acceptable in the shaping and obtaining of acceptable patterns of behavior in individuals. Thus, shaping techniques (a conditioning process) can be employed by parents in the homes to help children unlearn undesired behaviors like truancy, fighting and stealing. The use of reinforcement techniques such as praise, giving of prizes, incentives and tokens in recognition of desired behaviors in a learner goes a long way in motivating the child to achieve better academic performance. This theory throws a light to the present study for the fact that parents are the first environment a child encounters. What a person sees, according to Skinner, has a consequence that alters behavior. If a child has a neglectful or permissive parent, he goes to school when he likes and manifests some deviant behaviors without being cautioned. Skinner states that the effects of our prior action are very significant in our current behavioral postures. Organisms, according to Skinner, are also greatly influenced by the consequences produced by their own behavior. The theorist sees man as a store of possible actions whose actualized profile is finally controlled by the history of different outcomes that followed closely (contiguous) upon each of those actions. A parenting style that neglects cautioning and punishing a child from childhood, or refuses to give praise when praise is due, will always produce students who are truants, and truancy is a form of deviant behavior which does not favour academic achievement. The theory not only throws light to the present study but goes a long way to clarify it.

On a similar note, McClelland (1961) posits that individuals possess an inner drive, force, need or motive which motivates them to achieve academically, economically and socially. This theory presents useful information for describing how individuals differ in their dispositions for striving for certain general goals. The theorist indicated that human beings differ in their strength of achievement motives. The theorist perceives motivation in terms of achievement needs in three perspectives-- needs for achievement (n/Ach), need for affiliation (n/aff), and need for power (n/pwr). MeClelland noted that need achievement (n/Ach) is a key to human motive which is influenced by personality and environment. It is developed more by childhood experiences and cultural background than by being inherited. The style of parenting can either motivate or mar the child's development and achievement motivation. A child's early experience from home, school and society affect the development of attitudes and motives. When the parenting style is full of expectation, the child develops a high need for achievement in life. Similarly, if the philosophical view of a child's society is achievement

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oriented, the child develops to become a high achievement oriented individual. The contrary will be the case if the parents or the significant others in the child's life care less and the environment is not motivating. The type of parenting style in which the child is exposed is therefore important as this theory portrays. Parents and significant others in the society, according to this theory, are expected to provide a reasonable and stimulating home environment that will enhance achievement needs for their children.

Studies Related To Parenting Styles

A study was conducted by Cramer (2002) on the parenting styles adopted by parents in Louisiana University United States of America (U.S.A). The purpose of the study was to know the relationship between parenting styles and children's classroom motivation and teachers perceptions. Six research questions and four hypotheses were formulated. The sample was 270 families and 278 students from 19 schools. The instruments for data collection were questionnaires. Data were analyzed using t-test statistics. The results indicated that fathers, authoritarian parenting style was found to be negatively related to first grader's mastery motivation and mothers with permissive parenting was negatively related to teacher's perception of children's classroom motivation. Contrary to the researchers' expectations, fathers' authoritarian parenting was found to be positively related to third graders' mastery motivation and teachers' perception of children's classroom motivation. The negative influence of permissive parenting and the positive aspect of authoritarian parenting on third graders were revealed too. The findings in this study reveal the effect of authoritative, authoritarian and permissive parenting styles on students.

A study by Yusuf Agbonna and Yusuf, (2013) on parenting style in Ilorin Emirate, Nigeria, sought to investigate the influence of parenting styles on junior secondary school students' performance in social studies. The population of the study was all junior social studies students in Ilorin Metropolis. The study used questionnaire to collect data on parenting styles and students' performance. The data were analyzed using frequency count, percentages and chi- square to answer the research questions and t-test for the hypotheses in the study. The results showed that the parenting styles adopted had influence on the performance of the students. In addition, it was observed that students from authoritative parenting had better performance than students from other parenting styles. The above study is line with the present study. Although, it dealt with junior secondary school students in a particular school subject, the influence of parenting styles which the present study intends to ascertain is illuminated.

The relationship between authoritarianism and academic achievement in school children was investigated in Hong Kong, the United States and Australia (Cramer, 2002). Results indicated that Australian parents were lower than both the Chinese and American parents in parental authoritarianism. Chinese parents were higher in parental authoritarianism but lower in academic and parental authoritativeness. In all three cultures (Hong Kong, the United States, and Australia), academic achievement was negatively related to, parental authoritarianism. Finally, academic achievement was positively related to general authoritarianism in Hong Kong and among children from the United States and Australia whose parents did not have any college education. In the United States, higher achievement is typically associated with lower parental authoritarianism and higher parental authoritativeness.

A study by Igbo (2005) in Imo State Nigeria, on deviant behavior among secondary schools, focused on the identification of types, causes and remedies of deviant behaviors among secondary school students in Orlu Local Government Area. The population of the study was all SS1 and SS11 students and their teachers as well as their parents. A sample of 400 was drawn from a population of 1,112 by simple random sampling technique. The sample consists of 224

students, 64 teachers, and 112 parents. Three sets of questionnaire were used for data collection. Mean scores were used to answer the research questions. The findings of the study showed that the major forms of deviant behaviors include truancy, loitering, lateness to school, examination malpractices, stealing and bullying. The society, teachers, parents and students themselves (peer influence), in one way or the other contribute to deviant behaviors among secondary school students. The findings also indicate that students need help from parents for it is the foundation laid at home that would carry them throughout life. This study is related to the present study for the fact that parents play important role in the formation of behaviors whether normal or deviant behaviors.

In a study conducted by Rodriguez, Donovick and & Crowley (2009) on parenting styles among Latino parents .The purpose of the study was to examine parenting styles and dimension in a sample of Latino parents using the two dimensions (warmth, demandingness). The study presents four primary parenting styles: authoritative, authoritarian, permissive, and Neglectful. Traditional parenting styles categories were examined, as well as additional categorizations that resulted from adding autonomy. The population was all Latino parents and their children. The sample was 50 first generation. Latino parents and their children (aged 4-9). In the sample, the four traditional parenting categories did not capture Latino families well. The combination of characteristics resulted in eight possible parenting styles. Results equally showed (6 1%) of Latino parents as' protective parents. Further, while mothers and fathers were similar in their parenting styles, expectations were different for male and female children. The importance of considering the cultural context in understanding parenting in Latino families is emphasize. The present study intends to investigate the influence of parenting styles on students' delinquency behaviors and academic performance. The above study is important to the present study as it portrays the importance of culture in considering the influence of parenting styles.

A similar study was conducted by Watanabe (2008) on the effects of deviance on academic achievement across United States. The purpose of the study was to examine the relationship between deviance and academic performance by combining three components, individual factors, school environmental factors, family factors and how these three factors affect students' scores. The population was all private and public schools across the United States. The sample was 752 public and private schools and 17,591 tenth grade students across United States of America. The result shows that there is statistically significant difference between deviant and non- deviant students in test scores. The mean test score show that deviant students achieve lower test scores than non- deviant students. The findings revealed that deviant behavior increases because of weakened or broken social ties in the family and school. The findings also revealed that deviant behavior is a significant factor on the academic achievement of students.

Another study was conducted by Owano (2010) in Kenya on the perception of secondary school students on the effects of parenting styles on students' academic performance in Kongo Division, Rojigo District in Nyanza province of Kenya. The study employed descriptive survey design. The area of the study had 22 secondary schools with a population 5325 students. The sample used was 341 out of 3000 forms 3 and 4 students. A stratified random sampling technique was used to select 10 secondary schools in the division. Stratified random sampling was also used to select the respondents to reflect gender in each sampled school. Respondents from each stratum were selected by simple random sampling. Questionnaires were used to collect data from form 3 and 4 students. Data analysis was done using descriptive statistics such as frequency, percentages, graphs and means. For inferential statistics Pearson-Product Moment Correlation was used to analyze the data.

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The results showed that authoritative and authoritarian parenting styles had significant influence on students' performances. This study is related to the present study because both studies are interested in parenting styles and how these parenting styles influence students academic achievement even though their area of study differ.

STATEMENT OF THE PROBLEM

The relationship between parents and children possesses certain characteristics that explain permanent impact of one upon the other. Researchers noted that children whose parents create a loving home environment are often seen to engage in socially acceptable behaviors and achieve academically better than those whose parents deprive loving home environment and are permissive. It has been observed that the school system in Garoua, Northern Cameroun and other parts of the world are infested by social vices. This is seriously threatening the survival of education all over the world, especially in Garoua. Observations have shown that different types of deviant behaviors exert pressure on the learners and prevent learning from taking place. Poor academic achievement of students in secondary schools in Garoua is an issue of great concern to parents and the local community at large. The government, principals and teachers have for quite a long time been working hard to improve the quality of education in Garoua, Northern Cameroon but the result remains the same. Some researchers are of the opinion that this could be as a result of increasing deviant behavior among students while others, including the researchers, are of the opinion that some negative parenting styles may have been influencing the behavior and the academic achievement of students due to poor preparedness of the children at an early stage by the parents are nonchalant to what the students do both at home and in the schools. Many secondary school students in Garoua, apart from poor academic achievement, show symptoms of deviant behavior. These are evidenced in truancy, drop out from school, depression, fighting and aggression, among students. There is a dearth of empirical studies on the influence of parenting styles on deviant behavior and academic achievement. The problem of this study, therefore, put in a question form is: What is the influence of parenting styles on deviant behavior and academic achievement of secondary school students in Garoua, Benue Educational Zone of Cameroun?

PURPOSE OF THE STUDY

The main purpose of this study is to ascertain the influence of parenting styles on deviant behavior and academic achievement of secondary school students. Specifically, the study intends to determine the influence of parenting styles on deviant behavior of secondary school students and to ascertain the influence of parenting styles on academic achievement of secondary school students.

Two research questions guided this study and these are the following:

- What is the influence of parenting style on deviant behavior of secondary school students in Garoua?

- What is the influence of parenting style on academic achievement of secondary school student in Garoua?

Two null hypotheses were formulated to guide the study and they will be tested at 0.05 level of significance.

H_{01}: The influence of parenting styles on students' deviant behavior is not significant.

H_{02}: Parenting styles have no significant influence on the academic achievement of secondary school students.

RESEARCH METHOD
Design of the Study

The study adopted an ex-post facto design. This is a design that is similar to experimental study in the sense that it also seeks to establish cause and effect relationship but differs from it in that researchers usually have no control over the variables of interest and therefore cannot manipulate them (Nworgu, 2006). In ex-post facto design, data are always collected after the event under investigation has taken place. In the present study, the researchers determined the influence of parenting styles on deviant behavior and academic achievement of secondary school students. The study was carried out in Garoua Education Zone of Benue Local government area in Cameroon. Garoua is bounded in the north by Maroua, in the south by Ngaoundere, in the east by Chad Republic and in the west by Northern Nigeria. There are two tertiary institutions namely Garoua I and Garoua II. The inhabitants are mainly farmers, some are cattle rearers and the Muslims among them are businessmen. The strangers living in the area are civil servants and traders. The area of study is chosen because it has been observed that most of the parents abandon the children to the school authorities after school registration only to reappear the next year for re- registration. This is a situation where the parents feel the children can take care of themselves without really guiding them in their academic journey. Truancy and drug abuse among students and different types of deviant behaviors are observed and the number of students who drop out of school increases daily. This has continued to reduce enrolment into secondary schools. Large numbers of school age children have opted for cattle rearing, business and commercial motorcycle driving instead of schooling.

The population for the study consisted of all the senior secondary II schools (SS 11) students in public and private schools in Garoua, Benue Education Zone of Cameroun. Available statistics show that there are 24 senior secondary schools and 3 technical schools. The total population for the study is 3,928 students from three local government areas: Garoua I with 1,467 SS II students, Garoua II with 2,264 SS II students, while Garoua III has 197 SSII students (Delegation Secondary Education Management Board, Planning and Statistics Garoua, 2013).

A sample of 350 SS II students was used for the study. This sample was randomly drawn from all the senior secondary schools in Benue Education Zone and made up of 190 males and 160 females. The rationale for selecting this number from of the population is in line with Krejcie and Morgan's (1970) assertion that: "if the population of a study is between 3,500 and 4,000 the sample size should be between 346 to 350". Multistage sampling technique was used to select respondents from each of the local government areas that make up the zone. Simple random sampling technique was used to draw two schools from Garoua I, six schools from Garoua II, and one school from Garoua III local government area. The instrument for data collection was questionnaire. Two instruments were developed for the study by the researchers after review of relevant literature. These are parenting style questionnaire (PSQ), and deviant behavior questionnaires (DBQ).

The internal consistency co-efficient of the instruments were determined using Cronbach Alpha method. The rationale for the use of Cronbach alpha was because there is no preferred answer such as yes or No. Cronbach alpha is used to test the reliability of instrument when items are polytomously scored or when the items are non- dichotomously scored (Nworgu, 2006). The reliability coefficients for the clusters of the instruments are as follows: cluster (A) .80, cluster (B) .78, cluster (C) .70, cluster (D). 87.

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RESULTS AND DISCUSSION OF THE STUDY

Table 1: Mean and Standard Deviation of Students' Responses on the
Influence of Parenting Styles on Students' Deviant Behaviors

Parenting Styles	Mean	N	Std. Deviation
Authoritative	1.58	177	.40
Authoritarian	1.65	98	.53
Permissive	2.79	75	.55

(See Table 1 for details)

Analysis of data in Table 1 shows that for the influence of parenting styles, students whose parents are authoritative had a mean score of 1.58 with a standard deviation of 40, those whose parents are applied authoritarian parenting style had a mean score 1.65 with standard deviation of .53 while those with permissive parents had a mean of 2.79 with a standard deviation .55.

Table 2: Mean and Standard Deviation of Students' Responses on the
Influence of Parenting Styles on Academic Achievement

Parenting Styles	Mean	N	Std. Deviation
Authoritative	45.76	177	25.75
authoritarian	44.72	98	23.29
Permissive	33.76	75	19.65

(See data presented for table 2)

Table 2 shows that with regard to the influence of parenting styles on students' academic achievement, students whose parents are authoritative had a mean achievement score of 45.76 with a standard deviation of 25.75. Those whose parents are applied authoritarian parenting style had a mean achievement score of 44.72 with a standard deviation of 23.29 while those whose parents are permissive have a mean score of 33.76 with a standard deviation of 19.65.

Table 3: One Way Analysis of Variance (ANOVA) Of Influence of Parenting Styles on Deviant Behaviors

Parenting Styles		Sum of Squares	df	Mean Squares	F	Sig
Deviant	Between Groups	86.046	2	43.023	199.88	.000
Behavior	Within Groups	85.453	347	.215		
	Total	171.499	349			

The mean difference is significant at the 0.05 level.(See table 3 for details)

Table 3 shows the ANOVA result of the influence of parenting styles on students' deviant behavior. The result shows that an F-ratio of 199.88 was obtained with exact probability value of .000. The exact probability value was compared with the 0.05 set as level of significance and it was found to be significant because .000 is less than 0.05. This means that hypothesis one which states that the influence of parenting styles on students' deviant behavior is not significant is rejected because the test conducted shows that the influence of parenting styles on students' deviant behavior is significant.

Table 4: One Way Analysis of Variance (ANOVA) of Influence of Parenting Styles on Academic Achievement

Parenting Styles		Sum of Squares	df	Mean Squares	F	Sig
Deviant	Between Groups	8395.075	2	4197.537	7.214	.000
Behavior	Within Groups	231002.92	347	58 1.871		
	Total	239,397.995	349			

The mean difference is significant at the 0.05 level: (See table 4 for details)

Table 4 shows the influence of parenting styles on students' academic achievement. The result shows that an F-ratio of 7.21 was obtained with exact probability value of .000. The exact probability value was compared with the 0.05 set as level of significance and it was found to be significant because .000 is less than 0.05. This means that hypothesis two which states that parenting style has no significant influence on the academic achievement of students is not accepted and the inference drawn is that parenting style has significant influence on the academic achievement of students. The observed differences in the mean scores of students show that parenting styles influence the deviant behavior of the students. Table 1 revealed also that the influence of permissive parenting style is high seconded by uthoritarian and lastly is the authoritative parenting styles. Generally, the results imply that parenting styles influence academic achievement of students. The tables also revealed the supremacy of authoritative parenting style on students' academic achievement followed by authoritarian parenting style, permissive parenting style is the least as indicated in enhancing students' academic achievement.

The study identified the influence of parenting styles on deviant behavior and academic achievement of secondary school students in Garoua Educational Zone. The result of the study showed that the influence of parenting styles on students' deviant behavior is significant. The study confirms earlier findings of Igbo (2005), Okorodudu (2010), and Dienye and Oyet (2011) that parenting styles influence deviant behavior. There are indications that parenting styles have significant influence on the academic achievements of students. The findings are in line with Miki (2008), Turner, Chandler and Hafer (2009), Owano (2010), Yusuf, Agbonna and Yusuf (2013) among others who concluded in their findings that parenting styles influence deviant behaviors. The result is in contrast with the studies of Owoeye and Yara (2010) which showed that there is significance difference between academic achievements of students in rural and urban schools. The above result also is in contrast with the earlier findings of Hallak (1977), Kemjika (1989), among others that academic achievements of students in rural communities differed from those in urban locations.

From the findings of the study, there are indications that children whose parents are involved in their education have higher levels of academic achievement than the children whose parents are less involved. Some research findings show that the role of parents in their children's education has long been recognized as a significant factor in educational success and school improvement (Filak and Sheldon, 2013). Children who receive emotional support, encouragement, social support and monitoring of school progress have been reported to improve in their academic performances (Bee, 2005). The implication is that the types of parenting style children acquired determines the academic achievement of the children.

CONCLUSIONS

The result of the study provides school principals, policy makers and teachers with the tools to better understand the influence of parenting styles on students' deviant behavior and academic achievement. The awareness created by the findings of the study will help teachers to seek ways to strengthen the relationship between parents and teachers and then handle each child according to the type of parenting styles applied. Based on the results presented in the foregoing, the following findings emerged.

- The influence of parenting styles on students' deviant behavior is significant in Garoua, Northern Cameroon;

- Parenting style has significant influence on the academic achievement of students in Garoua.

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RECOMMENDATIONS

Based on the findings of the study the following recommendations were made by the researchers.

- The government should ensure that parenting education programme such as family-centred curriculum introduced. This will make parents to be better parents and teachers to their children. It may be necessary therefore for principals or heads of school, to organize seminars on parenting styles and their influences and encourage parents to attend so as to adjust to the parenting styles that are positive for their parental roles.

- School authorities and teachers should work in collaboration with parents through the Parent Teacher Association (PTA) to ensure that students may benefit optimally from the school system.

- Teachers should make efforts to know their students' parents and families so as to know the goals they have set for their children. They should welcome the parents, communicate well with them and support them in their roles as first teachers of their children.

- Parents should be encouraged to participate in any parenting education programme organized by their children's school and participate in all (PTA) meetings.

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